

I School Motto, Vision and Mission and Theme of the Year

“Through this place we thrive, we serve and find our place in the world.”

Theme of the year 2015 – 2016 - *“Look Back • Move Forward 承先 • 啓後”*

A full elaboration of the school’s vision and mission statement is contained in the CSS handbook which is downloadable from the school website www.css.edu.hk.

II Basic information about the school

1. School Management Committee

The school’s sponsoring body is the Creative Education Foundation Ltd. The school is governed by the Creative Secondary School Management Committee Ltd.

Chairman: Mr. Yeung Po-Kwan, OBE, O.St.J., CPM, MCIL, FCMI, FRSA, JP

School Supervisor: Mr. Fong Hup, CPA, MH

School Principal: Mr. Cheung Siu Ming, BSc, MA, PGCE

Committee Members: Dr. Eddy Fong, CPA, GBS, JP

Mr. Victor Fong, BSc, RIBA, HKIA, RA

Dr. Ng Ho Ming, PhD

Mrs. Clio So Chan So Ming, MEd, BPhil, CEd

Mr. Fung Chi Kwan, MEd, BEd, BSocSc, CEd

Mr. Tony Yen Yuen Ho, SBS, JP

Mrs. Ophelia Ngan BA, MEd

Mr Roger Crosby BSc PGCE (teacher representative)

Ms Tsang Shuk Wa (parent representative)

2.1 School Campus Facilities

At the start of the 2015-16 academic year, teaching and learning on the school campus was supported by the following facilities:

- 30 classrooms (2 of which were dedicated to teaching junior Visual Art and 1 converted to serve the dual purpose of teaching English & junior Drama))
- Two senior school Visual Arts studios
- 7 Science laboratories
- 4 small classrooms
- 3 ICT rooms
- A Design Technology centre consisting of workshops, graphics studios & CAD facilities
- A Drama studio
- 2 multi-purpose activity rooms convertible to a meeting room
- Senior school music teaching room
- A recording studio in main music room
- A library
- Two school halls, balcony and multipurpose room
- 2 basketball courts and a tennis court (enhanced by astroturf surface)

In 2015 – 16, the following projects were planned to enhance the school campus:

1. Addition of two seminar rooms in the lower ground floor to support small group learning
2. Redecoration of repainting of interior & external walls
3. Renovating of DT Centre including walls, ceiling and floor
4. Replacing the school entrance gates & other enhancements to the campus

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5. Conversion of small seminar room and storage room into additional office space
6. Court C lighting system installed with updated lighting
7. New filters for drinking fountains and new water taps installation
8. Further enhancement of 4/F Court (astroturf)
9. Replacement of defective furniture
10. Music studios - soundproofing panels and other equipment's installation
11. New caterer 'Ocean Blue' with new renovation works in the canteen

These projects were completed by October 2016.

2.2 Financial Summary for the 2014 / 15 School Year

	Government Funds	Non-Government Funds
<u>INCOME (in terms of % of the annual overall income)</u>		
DSS Subsidy	43%	
School Fees		56%
Donations	N.A.	0%
Other Income	N.A.	1%
Total	43%	57%
<u>EXPENDITURE (in terms of % of the annual overall expenditure)</u>		
Staff Remuneration	74%	
Operational Expenses	6%	
Fee Remission / Scholarship	16%	
Repair & Maintenance	1%	
Depreciation	3%	
Miscellaneous	0%	
Total	100%	
Surplus for the school year #		1.4 months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year #		3.5 months of the annual expenditure

# in terms of equivalent months of annual overall expenditure	
<input checked="" type="checkbox"/>	It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements
Details of expenditure for large-scale capital work on School Premises for 2014-2015 School Year:-	\$ (in million)
- Alteration and additional works including air-conditioning system of G/F., Canteen Area	0.32
- Additional cost for conversion of Blk C, 2/F., Floor Balcony space into Multi-purpose Rooms	0.90
- Installation of studio lighting system	0.20
	1.42
Details of expenditure for large-scale capital work on School Premises for 2015-2016 School Year:-	\$ (in million)
- Renovation of G/F. Male & Female Toilets & Changing Room	0.35
- Partial repainting misc. external & internal wall of school premises and improvement work of school local at staircase wall opposite	0.61
- Replacement and improvement of main entrance	0.29
- Installation of a new laser cutter machine of DT Lab	0.24
	1.49

2.3 Government Grants received in 2015 – 16

Apart from the DSS grant, the school benefitted from the following grants during the year 2014 – 2015.

Granting Body	Purpose & Date Granted	Amount granted	Comment
EDB	National & Moral Education (2012)	\$530,000	No time limit on expenditure. Funded projects are now ongoing.
EDB	Capacity Enhancement (annually)	\$458,470	Successfully implemented as planned.
EDB	NCS Chinese Curriculum (annually)	\$1,500,000	3 rd year of grant – implementation based on enhancing existing NCS curriculum already being delivered.
EDB	Strengthening School Admin Management Grant	\$250,000	The grant may be used up to the end of 2017/18 school year
EDB	4 th strategy on IT	\$206,390	One-off Grant + recurrent grant for

	education		enhancement of Wifi Infrastructure and for acquiring mobile computing devices
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3. Information on students

The school's enrolment in 2015-2016 (*based on the enrolment returns to Education Bureau in March 2016*) was 764 students from Form 1 to Form 6.

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Students	148	134	134	142	107	99	764
Classes	5	5	5	5	5	5	30

4. External examination results and tertiary education destinations

CSS's fourth cohort of F6 students participated in the Hong Kong Diploma of Secondary Education (HKDSE) and the International Baccalaureate Diploma Programme (IBDP). Highlights of their achievement and tertiary education destinations are as follows:

- 95% continue to study in tertiary education
- For the first time, students admitted into Oxford University, UCLA, UC Davis
- 9 students out of 32 studying in HK (28%) has been admitted into degree courses in HKU
- 16 out of these 32 students (50%) admitted into HKU, CUHK or HKUST
- all HKDSE students have entered tertiary education, top student with SCAD scholarship
- top IBDP students entered HKU Faculty of Law, UCL (Computer Science), Imperial College, UCLA and Oxford (Mathematics)

4.1 IB Diploma highlights

- 91 students succeeded to obtain the IB Diploma
- average score of students achieving the IB Diploma = 32.2

4.2 Hong Kong Diploma highlights

- 100 % passed English
- 100 % passed Chinese

4.3 Tertiary Education and other destinations

Main areas of study in Tertiary Education Institutions	Percentage
THEATRE, MUSIC, VISUAL ARTS, DESIGN, ARCHITECTURE, MEDIA	29.5 %
BUSINESS, ECONOMICS, LAW, OTHER SOCIAL SCIENCES	28.4 %
STEM - SCIENCES, TECHNOLOGIES, ENGINEERING, MATHEMATICS	24.2 %
LANGUAGES, EDUCATION, LIBERAL ARTS, others	17.9 %

Destination	Percentage	Highlights
Hong Kong	32%	HKU (28%); HKU + CUHK + HKUST (50%)
United Kingdom	38%	Oxford, Imperial, UCL, Bristol, Durham, Edinburgh, Exeter, Manchester, Queen Mary, U of Arts London
USA/Canada	17%	UCLA, Davis, Simon Fraser, Toronto, UBC

Australia	7%	Sidney, UNSW
Other Countries	1%	Japan
Others	5%	Gap Year/Work/Military Service

5. Curriculum Organisation

5.1 School Calendar and the Timetabled Week.

For 2015 – 2016, the school operated on a calendar of 190 school days, based on a 6 day cycle timetable of 36 periods of 50 minutes each, and a co-curricular programme comprising over 50 school clubs & activities.

5.2 Class Organisation

For the purposes of registration and attendance, social organization and personal growth and development, students continue to be organized into 6 Houses, named after 6 trees commonly found in Hong Kong – Bauhinia, Bombax, Cassia, Delonix, Jacaranda and Juniper.

For the purposes of learning, students in Form 1 to 3 were organized mainly into 6 classes for the following subjects – English, Mathematics, Chinese (7/8 classes), Science, Individuals and Societies (formerly known as Humanities), Physical Education, Arts, Technologies – and into 7/8 classes for the following subjects in Form 3 – Visual Arts, Music, Drama, Food Technology, Design Technology, and ICT. The teaching groups for Form 1 & 2 science, I&S, PE, Arts and Technologies were identical to the social groupings for the 6 Houses.

5.3 Lesson Time for the 8 Key Learning Areas of the Curriculum in Form 1 – 3

Key Learning Area	Number of lessons per 6 day cycle			Minutes of learning per 6 day cycle			% of total learning time		
	F1	F2	F3	F1	F2	F3	F1	F2	F3
English	5 (6 in F3)			250			13.9		
Chinese	5			250			13.9		
Mathematics	5			250			13.9		
Humanities & Personal & Social Education	4	4	4	200,	200	200	11.1	11.1	11.1
Science	4	4	4	200,	250	200	11.1	11.1	11.1
Physical Education	4	4	4	200	150	150	11.1	11.1	11.1
Arts: Visual Arts, Drama, Music	4			200			11.1		
Technology: DT, ICT, Food	4			200			11.1		
Personal Growth	1 (F1 & 2)			50			2.8		
Total	36			1800			100%		

5.4 Lesson Time for the Hong Kong Diploma of Secondary Education in Form 4

Curriculum Area	Number of lessons per cycle	Minutes of learning per cycle	% of total learning time
English	5	250	13.9
Chinese	5	250	13.9
Mathematics	5	250	13.9
Liberal Studies	4	200	11.1
Core total	19	950	52.8
3 Electives	12	600	33.3
PE	4	200	11.1
Careers & Life Planning	1	50	2.8
Other Total	17	150	47.2
Total	36	1800	100%

5.5 Lesson Time for the Hong Kong Diploma of Secondary Education in F5&6

Curriculum Area	Number of lessons per cycle	Minutes of learning per cycle	% of total learning time
English	5	250	13.9
Chinese	5	250	13.9
Mathematics	5	250	13.9
Liberal Studies	5	250	13.9
Core total	20	1000	55.5%
Up to 3 Electives	12	600	33.3%
Electives Total	12	600	33.3%
PE/OLE	2	100	5.6
Private study	2	100	5.6
Other Total	4	200	11.2%
Total	36	1800	100%

5.6 Lesson Time for the International Baccalaureate Diploma Programme in F5&6

Curriculum Area	Number of lessons per cycle	Minutes of learning per cycle	% of total learning time
HL subject 1	6	300	16.7
HL subject 2	6	300	16.7
HL subject 3	6	300	16.7
SL subject 1	4	200	11.1
SL subject 2	4	200	11.1
SL subject 3	4	200	11.1
Theory of Knowledge	2	100	5.6
Private Study	4	200	11.1
Total	36	1800	100%

6 Information on teachers

6.1 Number and composition of the teaching staff team

In 2015 – 2016, the school had 91 teaching staff and the Principal. There were 26 native English speakers, 15 natively fluent Putonghua speakers and 36 other natively fluent bilingual speakers. 61 had a university degree from overseas and 44 have Master Degrees.

The school continued to appoint a critical mass of fluent English and Putonghua speakers on the staff team to provide a holistic language learning environment across the different subjects of the curriculum. This provides effective support for students' acquisition of English for academic purposes.

6.2 Professional Development

As a school in its tenth year of operation and implementing an innovative curriculum plan of delivering the new Hong Kong curriculum through the framework of the IB MYP and offering both IB and HK Diplomas, professional development of teachers continued to remain a very high priority. The IB Middle Years Programme Next Chapter was being implemented, and many teachers continued to attend training workshops.

Whilst teachers continued to attend IB subject workshops and conferences offered by the International Alliance for Invitational Education, as well as workshops organized by the EDB on various aspects of the HKDSE, the emphasis on school based professional development which began last year continued to be prominent during this year.

School-based professional development consisted primarily of cascading of external training to other colleagues, collaborative curriculum planning, standardization sessions to achieve greater consistency in IB and HKDSE school-based assessments, and the introduction of technology tools such as Google, Moodle, turnitin.com, eclass and Managebac. Newly / recently qualified teachers were supported by their Heads of Faculty and senior staff. The school's three professional development days included guest speakers, staff-led workshops and other sharing of good practice.

III Major Strands of Development addressed in 2015 – 2016

The school plan for 2015 – 16 was derived from the second year of the school's 3 year school development plan for 2014 – 2017 submitted to the Education Bureau, following the completion of the school's previous 3 year school development plan from 2001 – 2014.

In the 2014 – 2017 school development plan, the four major areas of school development were as follows:

1. Continuing to strengthen the school's student-centred, engaging and inquiry based approaches to learning & teaching
2. Enhancing the school's Guidance & Achievement framework to facilitate students' all-round development & progression to tertiary education
3. Updating and enhancing facilities, operations & services to more effectively support the school community's aspirations
4. Securing the school's profile as an high quality, innovative Direct Subsidy Scheme school with over ten years of successful operation

Particular development tasks were developed in the 2015 – 16 annual plan in accordance with the

above 4 major areas of development.

During the course of 2015 - 2016, the school had made progress on these development strands, as outlined below:

1st Major Area of Development	Continuing to strengthen the school’s student-centred, engaging & inquiry based approaches to learning & teaching
Development Tasks for 2015 - 16	Progress Made in 2015 – 2016
<p>1. Staff deployment & development 1.1 key staff to continue attending HKDSE seminars offered by EDB & share updates with teaching team.</p> <p>1.2 Focus on staff-delivered PD on learning support strategies and language across the curriculum</p> <p>1.3 continue with lesson observation & feedback within faculties, including peer observation</p> <p>2. Curriculum Development 2.1 Develop framework for promoting “Approaches to Learning” (ATL) skills set 2.2 Continue to deliver GCSE Chinese course to NCS students, and respond to other developments such as IGCSE 2.3 Explore HKDSE PE course as an additional elective to be offered in future</p> <p>3. Enhancing students’ learning 3.1 Review current approaches to developing senior students’ information literacy and other study skills 3.2 Faculties to review their current T & L strategies in F1 & F2, particularly differentiation 3.3 Review and refine the lesson observation framework at end of the year</p> <p>4. Evaluating curriculum effectiveness 4.1 review current practices of standardization of assessment & introduce refinements as necessary 4.2 Explore correlation of students’ MYP performance with their performance in HKDSE and in IBDP</p>	<p>1.1 HKDSE programme delivered effectively by staff team to over half the cohort of S5 students for the first time; HKDSE expertise shared with most teachers teaching both Diplomas.</p> <p>1.2 Newly appointed coordinator delivered Learning Support and ESL workshops and 1:1 coaching sessions for teachers; PP coordinator ran training workshops for teachers.</p> <p>1.3 Classroom lesson observations & feedback has continued, including peer-to-peer sessions.</p> <p>2 2.1 S1-S4 students more aware of Approaches to Teaching & Learning (ATL) skills as a result of the introduction of ATL reporting framework. 2.2 Form 4&5 NCS Students successfully took the Chinese GCSE exams and achieved excellent results as in previous year. 2.3 HKDSE PE courses considered but not adopted – insufficient demand from students.</p> <p>3.1 Reviewed and decided to continue with Diploma Day first introduced in June 2015 for F4 students. Decided to run student workshops on academic honesty in 2016 – 17. 3.2 As a result of review, English Language Acquisition curriculum update agreed for 2016 – 17. Likewise for Maths and Chinese. 3.3 Framework reviewed and confirmed for future use in 2016 – 17.</p> <p>4.1 Enhanced approach to Personal Project assessment and standardization process introduced effectively.</p> <p>4.2 Research of 4 years exam data conducted and findings shared with teachers and used to motivate F4 students.</p>
2nd Major Area of Development	2. Enhancing the school’s Guidance &

	Achievement framework to facilitate students’ all-round development & progression to tertiary ed.
Development Tasks	Progress Made in 2015 - 2016
<p>1. develop & enhance appropriate policies & processes</p> <p>1.1 - To continue to implement IE progressively after receiving the Fidelity Award</p> <p>1.2 - to maintain progress made in 2014 -5 to further enhance Action & Service opportunities for students</p> <p>1.3 - Maintain and update existing register of students with additional needs</p> <p>1.4 - Continue work on establishing a policy framework for gifted & talented students</p> <p>2. Develop & enhance appropriate programmes</p> <p>2.1.To build on progress made in enhancing student development in 2014 – 15:</p> <p>2.2 To build on progress made in Lower School developments in 2014 – 15:</p> <p>2.3 To build on progress made in Middle School in 2014 – 15:</p> <p>2.4 To build on progress made in Upper School in 2014 – 15:</p> <p>3. monitor student development more effectively</p> <p>3.1 - to implement first year of the three year plan for i-portfolio</p> <p>3.2 - Heads of Schools to continue working collaboratively with tutors in monitoring conduct and academic progress of students</p> <p>3.3 Head of Student Development to work collaboratively with House Coordinators developing six houses to provide opportunities for students</p>	<p>1.1 - Four staff attended 2015 IAIE World Conference in New York in October 2015 to receive Fidelity Award. IE strategies enhanced throughout school.</p> <p>1.2 - Wide range of activities continued to be offered to students in all year groups - F.1 Camp, F.2 Day trips, F.3 overseas excursions, F.4 work experience, F.5 OLE Service Trip; Students joined community service run by PTA, School Counselor and Social Worker.</p> <p>1.3 Register maintained and updated, with enhanced input from newly appointed Learning Support Coordinator.</p> <p>1.4 Framework drafted by Learning Support Coordinator and Head of Student Development and circulated for further discussion; individual talented students continued to be mentored and supported.</p> <p>2</p> <p>2.1 new student union leaders Radix, elected for 2015 – 6; existing exchanges continued & new exchange opportunities with Germany & Scotland explored.</p> <p>2.2 – support tutors assigned to every house group to enhance new midday house time introduced in 2015 – 6; initiated F2 China camps in April 2016.</p> <p>2.3 Newly appointed CLP coordinator successfully established to enhance career guidance in F3 & F4 ; F3 study visits implemented successfully in April 2016 - NZ, Japan, Laos, Vietnam and Bali. F4 World of Work programme continued successfully.</p> <p>2.4. Successful University Fair held once again; over 30 tertiary institutions attended.</p> <p>3.1 - i-portfolio year 1 plan implemented successfully by end of school year and first records issued to F1 and F4 students in phase 1 of the 3 year plan.</p> <p>3.2 - Tutors have become more knowledgeable about their tutees’ potential, giving good quality advice especially in Form 4.</p> <p>3.3 House Captains more knowledgeable about their House affairs and House members enjoy inter-house competitions, celebrate successes and win house points</p>
3rd Major Area of Development	3. Updating and enhancing facilities, operations & services to more effectively support the school community’s aspiration

Development Tasks	Progress Made in 2015 - 2016
<p>1. enhance CSS campus</p> <p>1.1 Continue to apply to EDB for major repair grant; Complete redecorations & minor improvements to campus planned in 2014 – 5</p> <p>1.2 Continue to conduct necessary repair and maintenance works</p> <p>1.3 Review effectiveness of enhancements to recently established spaces & consider further improvements</p> <p>1.4 Continue to consider with stakeholders energy & waste reduction schemes</p> <p>1.5.1 Implement review of school storage facilities</p> <p>1.5.2 consider additional classroom in LG level</p> <p>1.5.3 conduct audit of air conditioners on campus after 10 years of service</p> <p>2. Upgrade ICT facilities & general operational services</p> <p>2.1 Upgrade the Wi-fi and internet provision for students and staff to support effective teaching and learning in school</p> <p>2.2 Continue to explore & monitor the use of ICT to enhance management and school operational processes</p> <p>2.3 Enhance student information database & communication software systems to achieve greater effectiveness</p>	<p>1.1 EDB major repair grant secured; minor campus improvements completed</p> <p>1.2 Repair & maintenance team of 4 fully established; campus facilities well-maintained;</p> <p>1.3 Sound-absorbing curtains added to lower ground hall & storage space improved. Music recording studio fully equipped and operational; interactive white boards installed in multi-purpose rooms. Performing Arts Technician promoted to Audio-Visual tech. officer to strategically propose plans for upgrading school-wide equipment and systems.</p> <p>1.4 More students bring own re-usable water bottles; cost and quality issues with recycled paper for photocopying – to re-visit this in future; communication with parents mainly through email, not paper.</p> <p>1.5 Improved storage improvements planned for PE storeroom; additional construction of two new multi-purpose rooms in LG level completed. Replacement programme of aging air-cons developed.</p> <p>2</p> <p>2.1 Over 40 new wifi transmitters installed; network infrastructural works completed in summer of 2015;</p> <p>2.2 Electronic registration consolidated & parents App plan implemented; online 3 way conference registration software programme purchased and operational; Google Drive used regularly for sharing documents with parents & students</p> <p>2.3 Student.css.edu.hk database functions to enable easier generation of class lists and timetables as well as report cards and transcripts successfully implemented.</p>
<p>4th Major Area of Development</p>	<p>4. Securing the school's profile as an high quality, innovative Direct Subsidy Scheme school with over ten years of successful operation</p>
<p>Development Tasks</p>	<p>Progress Made in 2015 - 2016</p>

<p>1. Promoting CSS’s Core Values</p> <p>Promote the school’s core values throughout the celebrations of its 10th anniversary year and as the recipient of the IAIE’s Fidelity Award.</p> <p>2. Promoting CSS’s distinctive position as a DSS school offering both HKDSE & IBDP</p> <p>2.1 Continue to promote the benefits of the school’s unique two Diploma curriculum model to existing students. 2.2 Promoting flexible access opportunities and benefits of the school’s unique curriculum structure and broad range of elective subjects to prospective students</p> <p>3. Promoting achievements of CSS students</p> <p>3.1 Continue to showcase CSS students’ talents through 10th Anniversary celebration events</p> <p>3.2 Publicise the progression of CSS students over past 4 years to tertiary institutions in Hong Kong & worldwide</p> <p>3.3 Invite Alumni to return to school for 10th Anniversary celebrations</p>	<p>1.</p> <ul style="list-style-type: none"> • Very positive feedback from all stakeholders in all 10th anniversary celebration events • Greater interest in CSS’s core values as a high quality school from prospective parents <p>2</p> <p>2.1 parents meetings and student assemblies conducted to explain the new arrangements for the two Diplomas; 2.2 Additional staffing allocated & timetable arranged, so that all students in F3 to F6 were able to study elective subjects of their choice.</p> <p>3</p> <p>3.1 - Extensive CSS student performances & exhibitions at 10th Anniversary Open Day, winter & summer art shows, Dinner Gala.</p> <p>3.2 - 4 year track record of CSS students Tertiary Destinations (95% entry rate) strongly promoted in school website and presentations.</p> <p>3.3 - Very strong Alumni turnout at Open Day and Gala Dinner; enhanced through social media.</p>
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IV Conclusion

By the end of the school’s 10th year the school’s fifth cohort of graduate students have continued to gain entry to tertiary education, maintaining the previous average of 95%. For the first time, students have gained entry to Oxford and University of California (UCLA, Davis).

The school has developed stronger connections with other like-minded schools in Hong Kong in the DSS Schools Council and beyond; we actively contribute to the DSS schools IBDP network; our participation in the Hong Kong Scotland Schools Improvement Partnership is a prime example, as is our continued involvement in the network of IE schools in Hong Kong.

Cheung Siu Ming
Principal
October 2016

Addendum 1

Report on use of Government major grants

1. Capacity Enhancement Grant

In 2015 – 16, the school applied this grant towards the salary costs of two staff members; a technician for Visual Art and an assistant of Physical Education.

NCS Chinese – the assistant teacher carried out her duties as planned with good effectiveness. In addition to her regular co-teaching of classes and curriculum support duties she also promoted Chinese culture to NCS students through assisting the Chinese team to organise activities during Mid-Autumn Festival, Chinese New Year and during external educational visits. Her performance was evaluated through lesson observation as well as interview by the Head of Chinese Faculty.

Physical Education – the assistant teacher performed her duties as planned with good effectiveness. In addition to her regular co-teaching of classes she assisted the PE team through logistical work including the booking of external sports facilities, organising transport for students to use these facilities, assisting with the annual sports day and swimming gala, handling administration of sports competition entries, managing the use of sports equipment and being an additional first aider. Her performance was evaluated by the Head of PE through observation of her duties as well as by interview.

2. NCS Chinese Curriculum Grant

When the school received the 2015 – 16 grant, we had already been delivering a Chinese second language curriculum for some years using the school's own resources.

In 2015 – 16, there were 95 NCS students in S1 – S6. The students were taught in 13 Chinese Second Language classes, with the same curriculum time as Chinese First Language classes. The grant has enabled the school to enhance its provision for these students through the continued employment and professional development of additional NCS teaching staff, the acquisition of further resources, including digital resources which further facilitated interactive learning and teaching as well as additional activities and learning experiences for the students concerned. These measures were successfully implemented.

NCS students in F4 and F5 were entered for the GCSE Chinese examination for the second time, with outstanding results (77.3% achieving A grade and 22.7% achieving B grade).*

The performance of NCS teachers were monitored by the Head of Chinese Faculty and her Deputy, through meetings, lesson observations, collaborative planning and delivery of curriculum units and assessment tasks. Their professional development included in-school workshops and meetings, training workshops offered by the IB as well as their own professional study at HKU for MEd and PGDE.

A more detailed report on the school's NCS Chinese programme (written in Chinese) has been separately submitted to the EDB.